

HEWORTH CE PRIMARY SCHOOL



Behaviour Policy

Staff member responsible: Michael Carr

Committee Responsible: LGC

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At Heworth Primary School we believe that every one of our children is a **unique gift from God** and that we should support them as they learn to **live, flourish and behave** in a modern and diverse society.

Our mission:

*'To help **each child flourish** as we believe they are all **unique and a gift from God**'*

This is rooted in our belief that Jesus came so that everyone can **flourish** and have **'life in all its fullness'**. At Heworth we want all children to have a full life and know how precious, wonderful and unique they are.

*'I have come in order that you might have **life—life in all its fullness.**'*
(John 10v10b)

*'I praise you because **I am wonderfully made.**'*
(Psalm 139v14a)

Central to school life are our four values, learned from the example of Jesus Christ:
Compassion, Trust, Endurance and Forgiveness.

These values are regularly discussed in the classroom, the playground, during together time, whole school assembly and collective worship. Children are encouraged to **behave** in an exemplary manner, to shown kindness and respect to each other, staff and property, to understand and to abide by the school rules.

Praise and encouragement are used verbally and children are rewarded for showing **compassionate, trustworthy and forgiving** behaviour and for **commitment and endurance** through the use of the value stickers (awarded daily) and the Value Cup (awarded weekly).

Children can also earn House Points for displaying school values and for academic merit.

The values also underpin the School Rules, which are displayed in every classroom. The rules are:

1. Follow instructions first time.
2. Respect others and be a good friend.
3. Listen to each other.
4. Share with everybody.
5. Try your best.

Each classroom displays a traffic light colour system. Children begin each day with their name on 'green' and may move to 'purple' as a reward for excellent attitude or behaviour. If behaviour falls short of expectations, then children will move their name to 'white', they are then encouraged to correct their behaviour and move back to 'green'. Only through

repeated poor behaviour in one day will students move through 'yellow' and 'red' with the consequence of teacher or eventually Headmaster led sanctions with contact with home as necessary. Where the above system is not appropriate to meet a child's individual needs we will use more bespoke methods in consultation with the school SENCO, the child and the child's parents or carers.

We encourage **everyone** at Heworth to,

'Be nice. Dream Big and Work Hard'.

Additionally, and in accordance with the school's values, the school's approach to behaviour management is based on an attitude of forgiveness and restorative justice.

Then Peter came to Jesus and asked, "Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?"
"No, not seven times," answered Jesus, "but seventy times seven."

Matthew 18:21-22

This means that we have a duty to work with children to try to help them to see the consequences of their actions when they have erred and how to change their behaviour whilst at the same time ensuring they know that they are accepted, loved and forgiven.

At Heworth CE Primary School, we believe that:

- all children should be expected to behave in an exemplary manner at school
- all children have the right to be in a school environment free from negative behaviour which adversely impacts on their happiness and learning
- clear rules, guidelines, rewards and sanctions should be in place to help children to behave appropriately
- a relaxed, happy, family atmosphere helps children to follow appropriate behaviour patterns
- if children are involved in rule making and reward systems, they value them more and the systems are consequently more effective
- strong relationships between home and school help to encourage appropriate behaviour

The aim of our Behaviour Policy is to ensure that all pupils learn in a supportive, caring and safe environment where behaviour has a positive impact on their learning. This supports our purpose, "**helping each child to flourish**" and our values of compassion, trust, endurance and forgiveness.

Anti-bullying Policy

Bullying is defined by the Government as actions that are meant to be hurtful, either physically or emotionally and which happen on a regular basis. The school is required to implement a policy to stop bullying.

Responding to Bullying at Heworth

We want Heworth to be a place where **all God's children** are valued regardless of background, ability, beliefs, family type, race, gender, gender identity or sexual orientation. We strive to create a community in which any form of bullying is regarded as unacceptable and where everyone works together to produce a consistent school response to any incidents that may occur.

"Prejudice and violence against lesbian, gay, bisexual and trans people are sinful and disgraceful" Rowen Williams, Archbishop of Canterbury.

"Love your neighbour as you love yourself" Luke 10:27b

One of our key values at Heworth is Compassion. Our Christian faith teaches us that each person is made in the image of God and therefore bullying is unacceptable. We want all our pupils to develop and flourish in a loving and secure environment free from intimidation.

At Heworth we will achieve our aims by:

- Supporting and giving guidance to victims of bullying
- Expecting all members of the school community to be alert for signs of bullying and to act promptly
- Having clear procedures for dealing with homophobic and racist bullying e.g. in cases of clear bullying, the parents/carers of all parties involved will be informed
- Recording any acts of bullying (CPOMs) and sharing this with relevant staff
- In Collective Worship, assemblies and lessons provide time for reflection and education about all forms of bullying.

People, especially Christians and people of faith, have a range of different views about what is a correct perspective on issues of sexuality and gender and it is right that these should be aired and debated at appropriate times. However, it is clearly the experience of children who identify as a member of the LGBTQ community, or have family members who do, that they can feel diminished, isolated or bullied by being exposed to negative statements about their perceptions of themselves. In Heworth, we take the view that it is not conducive to a loving and secure environment for pupils (or non-related adults) to impose their views on gender or sexual orientation on other pupils.

Any pupil displaying this kind of behaviour should be told that it is inappropriate and unacceptable and that it goes against our school values. Parents and carers must be informed.

Responding to Homophobic and Racist language at Heworth

“Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.” Ephesians 4:29

At Heworth we aim to ensure that everyone is aware that homophobic and racist language is not acceptable. Incidents of such language are recorded (CPOMs) and reported by the Headteacher to governors in his termly HT report.

At Heworth when teachers hear homophobic or racist language they should point out that such language is inappropriate in a loving and secure environment. The incident must be recorded on CPOMs and parents of the child using this language contacted.

Where families disagree with our approach, school should be clear that Heworth is a place where we value all God’s children, everyone is accepted and loved and that homophobic and racist language has no place here. We remind them of the law and our anti-bullying policy.

The role of governors

The governing body supports the Headteacher in attempts to eliminate bullying from our school. The governing body will not condone incidents of bullying and will monitor incidents and review the effectiveness of the school policy regularly. Bullying and behaviour incidents are recorded by staff on CPOMs. Incidents and actions are discussed and reviewed weekly by the Headteacher and SENCo. These are shared with the Child Protection Governor.

A parent who is dissatisfied with the way an incident of bullying has been dealt with can ask the chair of governors to look into the matter.

The role of the headteacher

It is the responsibility of the headteacher to implement the school's anti-bullying strategy and to ensure that all members of staff (both teaching and non-teaching) know how to identify and deal with incidents of bullying.

The Headteacher ensures that all children in the school know that bullying is wrong and that this represents unacceptable behaviour. This is communicated in many ways: through Collective Worship themes, RE, PHSE & circle time.

The Headteacher sets the school atmosphere as one of mutual support and praise so making bullying less likely.

In cases of clear bullying, the parents/carers of all parties involved will be informed.

The role of the teachers and support staff

Teachers and staff record unacceptable incidents that occur on CPOMS and refer incidents of bullying to the Headteacher. Teachers will deal with issues as soon as possible. This may involve comfort and support for the victim and consequences for the child who has carried out the bullying behaviour. Time will be spent talking to the child who has bullied: explaining why their action was wrong and encouraging the child to change their behaviour in the future. If a child is repeatedly involved in bullying behaviour then the headteacher and SENCO will be informed. A child's parents may be invited into school to discuss the situation. In extreme cases, the Headteacher may contact external agencies for support. As an example, ELSA support could be appropriate and offered to both the child who has been bullied and the bully.

Teachers will use a range of methods during their teaching and class time to support the school's values and create an atmosphere that does not tolerate bullying.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy actively encouraging their child to behave positively towards others.

Parents who are concerned that their child might be involved in bullying, either as a victim or a perpetrator, are encouraged to talk to their child's class teacher as soon as possible. If they are not satisfied with the outcome, they should talk to the Headteacher and if they remain dissatisfied then they should refer to the school's complaints policy for further action.

The role of pupils

Pupils are encouraged to be active in preventing bullying behaviour in the school. They should tell anyone they trust if they are being bullied and if the behaviour continues they must keep on talking about their experiences.

The School Council have developed a de-bugging strategy that all pupils are encouraged to follow to defuse potential problems.

If someone behaves in a way you do not like:

1. *Ignore it if you can*
2. *Walk away*
3. *Talk to them politely*
4. *Talk to them firmly*
5. *Tell a teacher*

Rewards and sanctions

Wherever possible, we praise children for making the right choices and behaving well. At Heworth we have developed the following whole school reward system.

List of rewards and sanctions

There is a reward system in place. Each child can receive House Points on a daily basis for the following behaviour.

- Displaying any of our school values
- Working hard
- Achieving well specific to the child
- Be helpful

The school may use one or more of the following sanctions in response to unacceptable behaviour:

A 'common sense' approach is taken and each child is treated as an individual and their needs considered at all times. At Heworth we employ the 'least to most intrusive' strategies when dealing with general behaviour in class.

These include:

- Non-Verbal message (hand signals/facial expressions)
- Casual statement or question *"What do we need to remember here?"*

"Which part would you like explained again?"

"Lots of people get mixed up on this part, shall we try again?"

Your choices are...

- Simple directions
- Rule restatement or reminder
- Questions and feedback
- Distractions and diversions
- Defusing
- Simple choice
- Taking the pupil aside
- Clear command

However, the following behaviours are considered unacceptable at Heworth.

- Refusing to do as asked
- Not following instructions
- Not completing work
- Answering back or arguing with adults
- Making inappropriate noises to deliberately distract others
- Not speaking politely or using inappropriate language
- Goading or teasing other people
- Being unkind or hurting others
- Wandering away or leaving the classroom without permission
- Taking other people's things
- Interfering with other children's work or activities
- Throwing objects
- Breaking school property
- 'Reacting angrily' if they are unhappy with a decision.

At Heworth we follow a simple procedure when dealing with this behaviour using our coloured **Behaviour Card System**

(in discussion with the HT and SENCO, children with specific behaviour needs might not use this system)

At Heworth every classroom must display this system for teachers, TAs and visiting teachers so that everyone is clear as to what will happen when they follow and don't follow school rules.

Green Card & Purple Cards

All children's name are on a *green* card at the start of a day.

If children excel in their behaviour and work they can move up to purple and may receive a reward (eg house points, stickers etc)

White Card

Children's whose behaviour, work and effort falls below the standard expected have their name moved onto a white card. If their behaviour, work and effort returns to an acceptable standard for the rest of the lesson / rest of the morning / rest of the day then their name can move back up to green.

Yellow Card (top of card)

Children's whose behaviour, work and effort continues to fall below the standard expected have their name moved onto the top half of a yellow card. If their behaviour, work and effort returns to an acceptable standard for the rest of the morning / rest of the day then their name can move back up to white or green.

Action: Note home in planner which must be signed and shown to the teacher the next day.

Yellow Card (bottom of card)

Children's whose behaviour, work and effort continues to fall below the standard expected have their name moved onto the bottom half of a yellow card. At this point they are given work to do in their 'partner' class for the rest of the morning / rest of the day
Children remain on yellow for rest of the day.

Action: Note home in planner which must be signed. Children sent to 'partner' class. Record the incident on CPOMs.

Red Card

Children's whose behaviour, work and effort continues falls below the standard expected or their behaviour is deemed completely unacceptable have their name moved onto a red card. They cannot move back to green and cannot earn their behaviour tick back. They must be sent to Mr Carr or a member of the SLT who speak to their parents/carers to discuss their behaviour. Children remain on red for rest of the day.

Action: Record the behaviour incident on CPOMs.

If the behaviour continues, the following steps will be taken:

1. Removal from the class if appropriate. This will be to another classroom where they will have to complete a task. In some instances the child may be asked to work outside the Head Teacher's office.
2. Informal chat with the parent/carer at the end of the day to inform them that their behaviour needs to improve. This may include a telephone conversation.

3. Half day removal from class with no club involvement that week. The parent should be informed.
4. Formal meeting with the parent/carer. This may also result in a behaviour chart if appropriate and/or a weekly/fortnightly check in with parents.
5. Formal meeting between the Head Teacher to discuss how the school and home can support the child in improving their behaviour.

Further sanctions which may apply, include:

- Letter home
- Behaviour card or contract
- External support
- Varied timetable
- Lessons by self with the child earning the right to return to the class
- Separate playtimes or lunch times
- Fixed term exclusions
- Permanent exclusions

Temporary and Fixed Exclusion decisions are made in line with Pathfinder Multi Academy Trust's Exclusion Policy.

Serious instances of poor behaviour are not acceptable at Heworth. These include:

- Assault
- Vandalism and damage to the school property
- Physical or verbal threats to staff
- Racism, homophobic statements or other similar attitudes towards other people
- Deliberate activities which undermine the professionalism and integrity of members of staff
- Leaving the school or school premises without permission

When these occur, they are recorded and the Local Governing Committee is informed. Parents will be asked to attend a meeting with the Head Teacher to discuss this further. This behaviour may result in a fixed term or permanent exclusion.

Monitoring and review

This policy is monitored by the Headteacher on a day-to-day basis. The effectiveness is also monitored by the Curriculum and Pastoral sub-committee.

This policy will be reviewed in three years, or earlier if necessary.